MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

1891

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STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR

SEVENTEENTH YEAR, 1891.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1891.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

Ex Officio:

HIS EXCELLENCY WILLIAM E. RUSSELL, CAMBRIDGE.
HIS HONOR WILLIAM H. HAILE, SPRINGFIELD.

By Appointment:

		Term Expires.
ELIJAH B. STODDARD,	*Worcester,*	May 25, 1892.
ALONZO A. MINER,	*Boston,*	May 25, 1893.
MRS. ALICE FREEMAN PALMER,	*Cambridge,*	May 25, 1894.
ADMIRAL P. STONE,	*Springfield,*	May 25, 1895.
MRS. KATE GANNETT WELLS,	*Boston,*	May 25, 1896.
MILTON B. WHITNEY,	*Westfield,*	May 25, 1897.
GEORGE I. ALDRICH,	*Quincy,*	May 25, 1898.
ELMER H. CAPEN,	*Medford,*	May 25, 1899.

SECRETARY.

JOHN W. DICKINSON, ... *Newton.*

ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST, ... *Boston.*

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GEORGE A. WALTON, ... *West Newton.*
GEORGE H. MARTIN, ... *Bridgewater.*
JOHN T. PRINCE, ... *Newtonville.*
ANDREW W. EDSON, ... *Worcester.*
G. T. FLETCHER, ... *Northampton.*
HENRY T. BAILEY, ... *North Scituate.*

Vacations and Holidays marked by Full-face Figures.

1891.

JULY.

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SEPTEMBER.

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OCTOBER.

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NOVEMBER.

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DECEMBER.

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1892.

JANUARY.

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FEBRUARY.

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MARCH.

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MAY.

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JUNE.

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THE CALENDAR.

(SEE OPPOSITE PAGE.)

EIGHTEENTH SCHOOL YEAR, 1891–92.

FIRST (FALL) TERM, 1891.

September 10, Thursday,	Entrance examination begins.
October 28, Wednesday,	Autumn Arbor Day.
November 23 to December 1,	Mid-term recess.
December 25, Friday,	Christmas.
Jan. 1, 1892, Friday,	New Year's Day.
Jan. 28, 1892, Thursday,	First term ends.

WINTER VACATION, ONE WEEK.

SECOND (SPRING) TERM, 1892.

February 4, Thursday,	Entrance examination begins.
April 7, Thursday,	Fast Day.
April 18 to April 26,	Mid-term recess.
April 27, Wednesday,	Spring Arbor Day.
May 30, Monday,	Memorial Day.
June 23, Thursday,	School year ends.

SUMMER VACATION, ELEVEN WEEKS.

Nineteenth school year (1892–93) begins with entrance examination on Thursday, Sept. 8, 1892.

SPECIAL NOTICE.

Entrance examinations occur twice a year, at the beginning of each term, — *and at no other time.*

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

There is no session of the school on Monday. On other days the hours are from nine o'clock to four, with an intermission of an hour at noon.

Communications may be addressed to the principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, 15 Ashland Street.

TEACHERS.

E. HARLOW RUSSELL, *Principal.*
Miss REBECCA JONES.
CHARLES F. ADAMS.
Miss JULIET PORTER.
HENRY W. BROWN.
Miss HELEN F. MARSH.
Miss ELLEN M. HASKELL.
Mrs. MARION J. SUMNER.
Miss ARABELLA H. TUCKER.

ADDRESSES.

The school has been favored with addresses during the year by the following persons: —

Mrs. ALICE FREEMAN PALMER
(*Anniversary address*).
ANDREW W. EDSON, A.M.
Rev. A. D. MAYO.
Mr. JOHN ALBEE.
Miss SARA E. WILTSE.
JOHN T. PRINCE, Ph.D.
Hon. JOHN W. DICKINSON.
FRANZ BOAS, Ph.D.
Rev. A. A. MINER, D.D.
A. P. STONE, LL.D.

JOHN CRON, . . . *Janitor.*

STUDENTS.

PURSUING POST-GRADUATE STUDIES.

N. B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 15) in the public schools of the city of Worcester.

Jennie Maria Fairbanks	*Holden.*
Mrs. Winslow S. Lincoln	*Worcester.*
Amy Murray (A)	*Worcester.*
Rupert Henry Murray	*Worcester.*
Kate Evans Parker (A)	*Worcester.*
Mary Catherine O'Connor (A)	*Worcester.*
Elizabeth Adelaide Potter	*Southbridge.*

FIRST CLASS, JANUARY, 1891.

Henrietta Maria Ager (A)	*Worcester.*
Agnes Maria Blanchard	*Harvard.*
Jennie Frances Brennan (A)	*Worcester.*
Edith Minetta Brown (A)	*Worcester.*
Huldah Jane Gibson	*South Boston.*
Sarah Alice Hopwood (A)	*Worcester.*
Fanny Maud Joy (A)	*Manchester, N. H.*
Helen Maria King (A)	*Worcester.*
Mary Bigelow Knowlton	*Westborough.*
Rosa Helena Mahan (A)	*Worcester.*
Agnes McMahon (A)	*Worcester.*
Edith Gertrude Newton	*Westminster.*
Mary Brown Porter (A)	*Louisville, Ky.*
Nellie Jane Wattie (A)	*Worcester.*
Catherine Rachel Wheatley (A)	*Worcester.*
Alice Gertrude Whitcomb	*Worcester.*

FIRST CLASS, JUNE, 1891.

Ella Louise Brown	*Worcester.*
Elizabeth Amanda Rice Daniels	*Greenfield.*
Marion Frances Dexter (A)	*Franconia, N. H.*
Nellie Gertrude Donovan (A)	*Worcester.*
Theresa Veronica Dowd (A)	*Worcester.*
Emma Alice Gardner (A)	*Worcester.*
Agnes Gertrude Garvey (A)	*Worcester.*

Mabel Howard Goodale (A)	*Leominster.*
Agnes Theresa Healey (A)	*Whitinsville.*
Mary Ignatia Healy (A)	*Worcester.*
Florence Louise Johnson (A)	*Worcester.*
Teresa Mary Larkin	*Worcester.*
Catherine Maria McHugh (A)	*Worcester.*
Marietta McNulty (A)	*Worcester.*
Mabel Dora Morrison	*Worcester.*
Georgiana May O'Connor (A)	*Worcester.*
Helen Louise Osborn (A)	*Worcester.*
Belle Frances Phelon	*Worcester.*
Grace Platt (A)	*Newfane, Vt.*
Mary Elizabeth Ridler (A)	*Worcester.*
Bertha Maria Stone (A)	*Auburn.*
Nellie Thurston	*Worcester.*
Eleanor Cornelia Torrey	*Dorset, Vt.*
Mary Reed Townsend (A)	*Lexington.*
Eva Leolan Truscott (A)	*Worcester.*
Grace Woodbury	*Oxford.*

APPRENTICES.

Sarah Emma Barrett	*Barre.*
Addie May Blanchard	*Uxbridge.*
Mabel Rice Brooks	*Ashby.*
Elizabeth Loretta Carmody	*Worcester.*
Anna Pauline Cummings	*Worcester.*
Kate May Currier	*Whitinsville.*
Flora Mabel Desper	*Barre.*
Rose Gertrude Doherty	*Worcester.*
Annie Edith Goldthwait	*Uxbridge.*
Alice Christina Heaphy	*Worcester.*
Julia Annie Hill	*Charlestown.*
Mary Leathers	*Barre.*
Louisa Christina Lof	*Worcester.*
Abigail Frary Newton	*Greenfield.*
Mary Harrington Perry	*Auburn.*
Katharine Sayle	*Worcester.*
Katie Frances Simonds	*Ashby.*
Mary Grace Stalker	*Worcester.*
Sarah Carr Wilder	*Spencer.*
Lura Augusta Wiley	*Hardwick.*

SECOND CLASS.

Serena Bell Adams	*Stockbridge.*
Margaret Eleanor Ayers	*Shrewsbury.*
Saraetta Ballou	*Uxbridge.*

Nina Frances Blanchard	*Worcester.*
Margaret Esther Callahan	*Millbury.*
Ellen Agnes Courtney	*Worcester.*
Mary Frances Crane	*Worcester.*
Margaret Loretta Cunningham	*Worcester.*
Annie Curran	*Grafton.*
Mary Ursula Day	*Worcester.*
Effie Blanche Draper	*Worcester.*
Emily Frances Fagan	*Webster.*
Emma Elizabeth Greene	*Worcester.*
Elizabeth Anna Hagerty	*Worcester.*
Delia Madge Hale	*Grafton.*
Mary Julia Haas	*Shrewsbury.*
Myrtis Isabel Kirby	*Paxton.*
Ella LeBeau	*Fall River.*
Anna Maria Littlefield	*Worcester.*
Catherine Louise McQuaid	*Worcester.*
Cora Lillis Morse	*Worcester.*
Rebecca Louise Nield	*Millbury.*
Anne Morris Paine	*Worcester.*
Annie Belle Parker	*Worcester.*
Martha Eveline Peck	*Rowe.*
Emily Beverly Pellet	*Worcester.*
Effie Rilla Putnam	*West Sutton.*
Emma May Rawson	*Worcester.*
Philip Russell	*Worcester.*
Ida Louise Stevens	*Worcester.*
Mildred Vincent	*Charlton City.*

THIRD CLASS.

Grace Lyon Backus	*Chaplin, Conn.*
Margaret Teresa Brown	*Millbury.*
Annie Elizabeth Clancy	*Worcester.*
Mary Catherine Clarke	*Worcester.*
Mary Elizabeth Cody	*Worcester.*
Mattie Ellis Coffin	*Hubbardston.*
Anna Elizabeth Conlon	*Worcester.*
Joanna Teresa Daly	*Worcester.*
Mary Elizabeth Davidson	*Millbury.*
Cornelia Vinson Davis	*Worcester.*
Cora Lena Dawes	*Leicester.*
Alice Louise Day	*Worcester.*
Alice Mary Day	*Worcester.*
Nellie Maria Devlin	*Worcester.*
Isabella Gertrude Diggins	*Worcester.*

Margaret Agnes Donnelly	*Worcester.*
Mary Eloise Hardy	*Worcester.*
Anna Tracy Hickey	*Worcester.*
Mary Abbott Holt	*Norway, Me.*
Bertha Josephine Hopkins	*Worcester.*
Gertrude Idella Johnson	*Stratford, N. H.*
Rose Eva Keenan	*Stoneham.*
Mary Alice Loring	*Westborough.*
Grace Lucy Marcy	*Auburn.*
Mary Agnes Maroney	*Worcester.*
Julia Agnes Mary McCabe	*Oxford.*
Elizabeth Bernard McCourt	*Worcester.*
Ellen Teresa McGillicuddy	*Worcester.*
Catherine Regan	*West Gardner.*
Mary Ida Schultz	*Worcester.*
Mary Louise Scott	*Worcester.*
Margaret Blanche Toole	*Worcester.*
Minnie Luette Upham	*Gardner.*
Ethel Maria Woods	*Worcester.*

FOURTH CLASS.

Ada Eudora Aldrich	*Worcester.*
Mary Etta Brooks	*Worcester.*
Mabel Little Baldwin	*Andover, N. H.*
Abigail Elizabeth Callahan	*Millbury.*
Kate Luthera Chapin	*Worcester.*
Genevieve Bernardine Convery	*Worcester.*
Catherine Theresa Degnan	*Worcester.*
Agnes Gertrude Duggan	*Worcester.*
Anna Maria Dwyer	*Leyden.*
Florence Rebecca Alberta Fairfield	*West Boylston.*
Florence Alice Fassett	*Guildhall, Vt.*
Margaret Elizabeth Flynn	*Worcester.*
Harriet Adelaide Foley	*Worcester.*
Grace Lenora Geer	*Worcester.*
Annie Maud Gibbs	*Biddeford, Me.*
Annie Matilda Harrington	*Paxton.*
Olive Isabel Harris	*Worcester.*
Grace Agnes Hutchins	*Templeton.*
Clara Gertrude Lawrence	*Worcester.*
Amanda Murray McDonald	*Worcester.*
Emma Frances McDonald	*Worcester.*
Hannah Elizabeth Mulcahy	*Sterling.*
Louie Calista Mullet	*Brookfield.*
Gertrude Ethel Muzzy	*West Milan, N. H.*

Mary Ellen Camilla O'Connell,	*Worcester.*
Helen Anstina O'Gorman	*Worcester.*
Mabel Ellsworth Osgood	*Barre.*
Mary Emma Parrot	*Worcester.*
Mary Gertrude Perry	*Sutton.*
Grace Bangs Sawin	*Athol.*
Estella Alice Vaughan	*Prescott.*
Eva Rosa Waite	*Worcester.*
Alice Eudora Welch	*Worcester.*
Winifred Agnes Wheelock	*Leicester.*
Ina Adelaide Whitman	*Marlborough.*
Lucy Addie Whitney	*Worcester.*

SUMMARY OF NUMBERS.

Post-Graduates	7
First Class, January, 1891	16
First Class, June, 1891	26
Apprentices	20
Second Class	31
Third Class	34
Fourth Class	36
Number of different pupils in attendance for the year 1890–91	170

CIRCULAR OF INFORMATION.

HISTORICAL SKETCH.

The following extract, from the thirty-seventh annual report (1872–73) of the Board of Education, gives in outline a history of the establishment of this school: —

By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made, upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the trustees of the hospital to the Board of Education and its successors in trust, as directed.

The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance of the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (September 15) the school was opened to pupils.

DESCRIPTION OF THE BUILDING.

The building is a large, three-story, massive structure, built of stone taken from the hill upon which it stands. Its position allows an extensive view of Worcester and its surroundings. From the front

steps one looks down through clumps of trees, over the city lying spread within an inner circle of rolling country. The site, moreover, has all the advantages that light and air can give it. Though situated upon the outskirts of Worcester, it is not more than twenty minutes' walk from the Union Depot, wherein centre the various lines of railroad by which a large proportion of the pupils come in daily from their homes.

In its interior arrangement the building is spacious and well fitted to the educational needs of the school. On the first floor is a large corridor, running the entire length of the building, and connecting the two entrances. On one side is a laboratory, and a room containing a well-equipped work-bench, and a carefully chosen collection of specimens specially illustrative of the work in natural science carried on in the adjoining room. On the other side is a lunch room, provided with tables and hot closets, — the place of rendezvous for probably seven-eighths of the pupils every day between the hours of twelve and one. In addition there are, on this floor, unusually large and commodious dressing-rooms. On the second story is the teachers' room, and from it a door opening upon the platform of the hall, — a room of exceptional dimensions, amply lighted, and well set off with busts of eminent men, and with pictures, for the most part gifts of past graduating classes. On the sides are shelves containing carefully selected books of well recognized value. The hall has several entrances, and it communicates directly with three recitation-rooms. Over against the entrance to the teachers' room is a room set apart and arranged for the comfort of such pupils as are taken ill, or in any way feel indisposed during school hours. Between the second and third floors there is a half-story containing class-rooms, and above this is a well-stocked model-room and the drawing-room, besides other spacious rooms intended, though not all at present used, for class-rooms. The building is heated by hot air as well as by steam. Special attention has been paid to ventilation, and to all that can tend to add to the health, comfort and best interests of the pupils.

AIM AND PURPOSE OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

STUDIES.

TWO YEARS' COURSE.

Arithmetic, algebra, geometry, book-keeping.

Physics, astronomy, chemistry.

Physiology, botany, zoölogy, mineralogy, geology, geography.

Language, reading, orthography, etymology, grammar, rhetoric, literature, composition.

Penmanship, drawing, vocal music, gymnastics.

Psychology, science of education and art of teaching, school organization, history of education.

Civil polity of Massachusetts and of the United States, history, school laws of Massachusetts.

FOUR YEARS' COURSE.

In addition to the studies named above, the four years' course includes advanced algebra and geometry, trigonometry and surveying.

Advanced chemistry, physics and botany.

Drawing, English literature, general history.

Latin and French required; German and Greek as the principal and visitors of the school shall decide.

The visitors, at the request of the principal of the Worcester school, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

The above is an enumeration of the studies. The order of the studies in the course is determined by the principal of each school, with the approval of the visitors of that school.

It needs to be stated that, while the foregoing list of subjects marks out the field covered in the school curriculum, it gives no adequate idea of the actual work done. It is made a special aim to seize every opportunity to give the pupils the benefit of whatever ends to fit them for the work of teaching. The spirit of this

endeavor pervades the whole school. It influences the mode and character of most of the exercises, and imparts to the whole work a tone and zest difficult to describe, but which determines whatever of distinct character the normal school possesses.

APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the normal school, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half, in the normal school, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as a substitute for the teacher for an hour, a half-day or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship the student resumes his course at the normal school, spending another half-year there before receiving his diploma.

During the period of apprenticeship four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the normal school, where they are employed, not in the ordinary study and work of the institution, but in the following manner: —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline and the like, — keeping in mind always the private character of the daily life of the

school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the normal school. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following are specimen entries selected from several diaries during the present year: —

Monday (Grade II.). — This morning, during the reading lesson of the first class, mention was made of "our four-footed friends." My teacher questioned the pupils about the meaning of the phrase, and found that many pupils in the other two classes were giving their attention also. Seeing so many interested, she then and there gave an animal-lesson to the whole school on the cow. During the lesson she said that the cow's hair was used in mortar. The boys seemed greatly interested in this fact.

This afternoon Miss —— brought to school some orange blossoms and moss that were sent to her from Florida. She held up the moss so that the children might see it, and before she had said a single word several boys shouted, "cow's hair." Afterwards she passed the orange blossoms around the school so that the children might smell of them. I think the pupils liked this break in the regular programme very much, and were more orderly for a time afterwards.

Tuesday (Grade II.). — I was interested to-day to watch the nods and gestures some of the boys were making to Willie, our little cripple, during a reading lesson we had in the hall. The pupils were standing, and there was but one chair in the hall. That chair I had given to Willie yesterday, but to-day I wondered what the gestures meant, and thought I would wait a moment. Finally, John walked across the room and brought the chair over to Willie, who sat on it at once. The other boys looked satisfied, and did not notice Willie any more during the lesson. I have also noticed that Fanny, a child sitting near this boy, often keeps the place for him during a reading lesson.

Wednesday (at the normal school). — One thing that I appreciate on Wednesday is having access to so many books and magazines.

A book that I have been especially interested in to-day is "Wild Flowers and Where They Grow," by Amanda B. Harris.

It is very pleasant to meet and talk with the other apprentices. They can enter into the failures and successes of the apprenticeship better than any one else. I always get helpful suggestions from the other girls.

One person said that in language, to teach the plurals of words that are formed irregularly, she told a story, using the words in the singular form

and asking the children to give her the sentence, using the word for more than one. If the teacher gave this, "The cat caught a mouse," she might say, "I know of a cat that caught more than one. Now tell me about it."

THURSDAY (Grade I.). — This morning, when I was alone with the school, one of the girls began to cry. She cried very hard and I asked her to come to me and tell me what the trouble was. She said she wanted to see her mamma. I did not think best to let her go home, so I told her that it would soon be noon, and that she might stand beside me. She became interested in the reading lesson I was giving and stopped crying.

For a plant lesson I talked about leaves with the children. I gave each a leaf and let them place it on their slates and outline it.

FRIDAY (Grade III.). — I have noticed for the last few days that the animals I have given lessons on have been ones upon which the children have had lessons in the second grade. In telling stories about the animal in question I have happened to tell two which were told them last year. So for to-day I thought I would get something entirely new. I chose the earth-worm. Before school this morning, I dug up several and brought them to school. When the time for the lesson came I showed the box I had the worms in and asked them to guess what was in it. Nobody guessed right. When I told them they seemed surprised and also seemed to be interested. I was surprised at all they knew about them. Miss —— told me afterwards that she too was surprised. When the lesson was nearly finished I asked, "How many would like to look at the worms through a microscope?" Every hand was raised, so I let them take turns in looking through it. I did not like to handle the worms, but I did, for I did not want the children to see that I disliked to. To me this was the most interesting animal lesson I have given, and I think the children liked it too.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the normal school with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the normal school while engaged in his work, and is carefully observed and assisted by

suggestions. The teacher of each school in which he has served makes out a report in the following form: —

[STATE NORMAL SCHOOL AT WORCESTER.]

Report of the apprentice-work of.....

Grade..... Street School.

Time from.....to.....

Scale, 10. — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?
2. What weakness or deficiency?

[Signature].....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system, on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the normal school who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school, with this single exception.

THE STUDY OF CHILDREN.

The school is much indebted to Dr. G. Stanley Hall for a suggestion that the study of psychology might be pursued in part by the original observation of children. From his idea as a starting-point, a scheme for this purpose has been worked out and adopted as a permanent part of the school curriculum.

The principal requests the students to observe the conduct of children in all circumstances, — at home, at school, in the street, at work, at play, in conversation with one another and with adults, — and record what they see and hear as soon as circumstances will permit. When the nature of the work is explained to the school, great emphasis is placed upon the necessity of having the records genuine beyond all possibility of question; of having them consist of a simple, concise statement of what the child does or says, without comment

by the writer; of making both the observation and the record without the knowledge of the child; and of noting the usual, rather than the unusual, conduct of the individuals observed.

For convenience in classification, blanks of six colors are provided for the records. White paper is used for such observations as students make themselves; red for well-attested ones reported by others; yellow for reminiscences of their own childhood; green for mention of whatever they read on the subject; blue for exceptional or defective children; and chocolate for observations that extend continuously over a period of time. Each blank has the following heading: —

[STATE NORMAL SCHOOL AT WORCESTER.]

STUDY OF CHILDREN.

1. Date, ...

2. Observer's name, ... age, ...

P. O. address, ...

3. Name (or initials) of person (child) observed, ...

sex, ... ; nationality, ... ; age (yrs. and mos.), ...

4. Length of time between making the observation and recording it, ...

RECORD.

.....

If the record is from hearsay, the names of both recorder and observer must be given.

Pupils write the records at their convenience (immediately after making the observation is the best time), and put the papers in a designated place. A teacher reads them from time to time, and classifies them under the heads, — knowledge, reflection, imagination, conscience, feeling, play, etc.

Both teachers and pupils feel that no other part of the pedagogical training has so direct an influence in developing the qualities most sought in a teacher. It is clearly manifest that it awakens curiosity concerning the phenomena of child nature, excites intelligent sympathy with children, and contributes to skill in discipline and

instruction. Graduates and apprentices give abundant testimony on all these points.

The work of making observations is not compulsory, but nearly all members of the school engage in it from genuine interest. A few selected papers are placed from time to time where they may be read by all who care for them. How far these serve as stimulus and example is not known; but every day, not excepting the first day of a term, brings its supply of records, even though the subject may not have been explicitly mentioned for months. It is indeed the most nearly self-sustaining exercise in the school.

Many valuable records are reports of what is seen in the street on the way to or from school, but perhaps the highest value attaches to the reminiscences of the observer's own childhood. To recall one's own feelings, motives, and conduct in circumstances that are repeated in the life of every child, proves, as might be expected, in a high degree salutary, and affects sensibly the manner of judging others. The frankness and humor with which this kind of report is made are often very interesting.

Systematic instruction in psychology is aided both in the way of preparation and supplement by this additional study. Pupils are thus furnished at the outset with facts of their own observation, which serve as elementary materials for scientific classification and study; they have a habit of observing a certain class of phenomena, and have received suggestions and cautions that are of service to them in other departments; they are able to pass more easily to mental science, because they have learned that that, as well as natural science, can be pursued by an objective method; they have an already awakened and active interest in the subject that gives them pleasure in learning general principles, sometimes in part known by their own observations; and, moreover, they attach a different value to a text-book which they see is a natural outgrowth of an experience like their own.

As all students make observations, many records have no value apart from the wholesome endeavor that made them; but a progress in the significance of the things noticed and in the manner of recording them is apparent. During the latter part of a term the proportion of significant and valuable papers is greater than during the first part. All papers are carefully preserved (about 2,000 have been collected each year), and it is hoped that they may be of value to

students of child-nature; but the primary object of collecting them is the training of prospective teachers, and so highly does the work commend itself as a means to this end, that, if nothing ulterior to this is gained, complete satisfaction, and no disappointment, will be experienced.

REQUIREMENTS FOR ADMISSION.

The *required* age is, for young men, seventeen years; for young women, sixteen.

The *average* age of those admitted is usually a little less than nineteen years. Pupils who enter at an age much below the average are rarely able to get the full benefit of the instruction given without remaining more than two years in the school.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Other things being equal, those gain most advantage from the course who have spent the longest time in preparation.

The entrance examination is often passed creditably by pupils who have made rapid progress in the required studies, but who have not sufficient intellectual maturity to pursue profitably a more advanced course of instruction. It will be seen, therefore, that three things must be considered in the case of each candidate for admission; (1) *age*, (2) *time spent in preparation*, (3) *ability to pass the examination.*

The standard may be reached in any one of these things and the candidate still be unprepared to enter, by reason of deficiency in one or both of the others.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Candidates must present certificates of good character and good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

Time of Examination for Admission. — The regular examination begins on the first day of each term (see Calendar); and applicants

must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.

Special Students. — Applications having been occasionally made by college graduates to take a special (elective) course at the school, it has for some time been the rule to allow such, in common with graduates of normal and scientific schools, the full advantage of the institution. On the completion of such a course, a certificate is given, specifying the character and quality of the work done, and the fitness of the candidate to serve as a teacher in the public schools.

Leave of Absence. — It is often the case that, through weak health or stress of circumstances, pupils may be obliged to miss one, two, three or more terms. It is in the interest of such that the course need not be pursued uninterruptedly to the end. Students may, and often do, obtain leave of absence to teach or to rest, and resume their work afterwards. This divides, but of course does not shorten, their course of study.

Terms of Tuition. — Tuition, and also the use of all text-books, is free to such as intend to teach in the public schools of Massachusetts, whether residents of this State or not. Those whose purpose is to teach in other States or in private schools are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.

GOVERNMENT.

The government of the school is not a government of rules, nor even of laws. The school is not without law, but the pupils are led by suggestion, encouragement and admonition to become a law unto themselves. That this is a statement not merely of what is thought desirable as a method of government, but of what is actually accomplished, is the testimony of both official and casual visitors of the school. The pupils hardly realize that they are governed; they feel that they govern themselves.

HEALTH.

Instruction in Hygiene. — A marked feature of the school is the special attention directed not only to the physical well-being of the pupils, but to such instruction as will enable them to deal practically with living questions of hygiene as they arise in every-day life. The pupils are both taught to understand the conditions of healthful life, and trained and assisted to put into practice the instruction they receive in the care of health. They have careful oversight, and are advised individually according to their needs. No pupil enters the school without furnishing a physician's certificate of good health, and no pupil is allowed to remain whose physical condition is not thought equal to the demands of the school work. In cases of fatigue, exhaustion, or such indisposition as may unfit pupils for duty, they are advised to take immediate rest; and it is for the use of such that a quiet room, fittingly furnished, and one of the lightest and pleasantest in the building, has been set apart. Special efforts are made to counteract any tendency to over-work, over-excitement, or hurry. No recitations or study periods are longer than forty minutes, and during the ample and frequent intervals of relaxation school work is completely put aside.

Recreation. — The pupils find a fund of social recreation, not only in the hall, which is provided with a piano, and which is thrown open to them to enjoy themselves as they will, but in the large lunch-room, used exclusively for the purpose that its name indicates. Shortly after midday the luncheons, left since the last recess in the hot closet, are brought out, and the room is soon made lively by the

voices of a hundred or more pupils, seated in groups around tables filled to overflowing with the several contributions to this noonday feast. During the warmer months, however, even the lunch-room has to yield in attractiveness to the tree-shaded grounds about the building.

Physical Exercise. — A special time is set apart each day for physical exercises of some sort. These are not set calisthenic movements of the usual kind, but take the form of thorough drill in the throwing of light balls, the handling of sticks or wands, marching to music, singing in chorus, or such exercise in or out of doors as is fitted to develop vigor and activity of body at the same time that it cultivates habits of precision and accuracy, and fits the pupils to meet some of the difficulties of drill and discipline in the profession for which they are being trained.

PLATFORM EXERCISE.

This exercise has the somewhat comprehensive aim of helping pupils to command their faculties and use their mother-wit amid the interruptions and distractions of the school-room. It consists of speaking, reading, drawing, etc., on the platform in presence of the school. The widest range is given to choice of subject and to manner of presenting it, with the single restriction of time. The prepared material must not occupy more than four minutes, although the questions asked by teachers and pupils may change the performance to extemporaneous speaking, and prolong it indefinitely. Forty-five minutes are used in this manner each day. No time is assigned to individuals, but each takes part when he chooses, or can find opportunity, with the well-understood provision that not less than nine persons must be prepared and on the platform every day. Since the exercise is a trying one to pupils, there is little direct criticism, and such as is made takes the form of commendation of the excellences of the performance. In reply to the question, "What school exercise was most profitable to you?" graduates are almost certain to name this, or "The study of children."

THE LIBRARY.

The library has been made to contribute materially to the progress of the pupils, both in general intelligence and literary culture, partly in consequence of the device of placing it in the school hall and in

the recitation-rooms, where it can be used at all times without formal permission. Books may be taken home on Saturday afternoons and kept until Tuesday; and, as they can be obtained more easily from this library than from any other, a large part of the pupils confine their reading to this collection. The result is an acquaintance with a somewhat large number of books of the best sort, and a manifest improvement in literary taste and in standards of excellence.

The almost unrestricted use of the library is not abused. While the appearance of the books is convincing evidence that they are much read, not more than two or three volumes have been lost or mutilated in the seventeen years of the existence of the school, and it is rarely necessary to inquire for a book when it is needed.

The number of volumes is at present more than 2,800, and additions are constantly made, up to the limits of the funds available for that purpose.

GENERAL FACILITIES.

Incidental Advantages. — Important facilities for general improvement are offered to pupils in the libraries, institutions and other means of culture in which Worcester is rich.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students, and taken to the school for purposes of study and illustration.

The hall of the American Antiquarian Society contains a notably rich store of interesting exhibits, and the library includes a rare treasury of books pertaining to American history.

The Free Public Library stands almost unique among the institutions of the kind in this country for the effective relationship existing between it and the schools. Its large and well-endowed reference library, its well-filled circulating department, its reading-rooms, supplied with the leading domestic and foreign papers and periodicals, afford exceptional opportunities to the schools. Special facilities are offered to teachers and pupils, and the librarian is unsparing in his efforts to render every aid in the choice and use of books, or in any way in which he can assist the reader.

Railroad Fares. — The six lines of railroad centring in Worcester afford easy communication with the neighboring towns and

villages. Season tickets or mileage tickets are issued to pupils of the normal school at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

GENERAL INFORMATION.

Board and Rooms. — Students are advised to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. To such as seek information or advice in this direction, the principal is ready to give every assistance in his power.

It is expected that a dormitory (not a boarding-house) will be built on the school grounds during the coming year, which will afford a limited number of lodging-rooms to students and teachers. In the case of pupils of the normal school, the average cost of board (generally including room, fuel, light and washing) has been ascertained to be about four dollars per week.

Incidental Expenses. — The necessary incidental or miscellaneous expenses have averaged about five dollars for each pupil for the term, or ten dollars a year.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its normal schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

NORMAL SCHOOL SCHOLARSHIPS AT HARVARD.

There are eight scholarships in the scientific school of Harvard University for the benefit of graduates of the State normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free.

The incumbents are originally appointed for one year, on the recommendation of the principals of the schools from which they have been severally graduated. These appointments may be annually renewed, on the recommendation of the faculty of the scientific school.

TO VISITORS.

A hearty invitation is extended to the parents and friends of pupils — to all, in fact, who may feel inclined — to visit the school, and see the current and method of its daily working. *The first two and last two weeks of a term are, obviously, the least favorable times for a visit.*

The school committees and superintendents of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

The school is not in session on Mondays. On other days the hours (leaving out the noon recess) are from nine o'clock to four, an arrangement that has been found the most convenient for ninety-six per cent. of the pupils.

APPENDIX.

GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the school board of the city.

☞ When any change of name or residence has been reported, it is indicated immediately under the name and residence at the time of graduation. Graduates will see that it is very desirable to have notice of such changes promptly sent to the principal.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	Upton.
Harriet Crook Mrs. Fred. Snider, Northampton.	Valley Falls.
Ella Eudora Goddard	Worcester.
Ella Jane Lyford Worcester. Died in Worcester, Jan. 30, 1891.	Spencer.
Joseph Chauncy Lyford (Secretary) Worcester.	Spencer.
Marianna Newton Mrs. Henry E. Chace, Fall River.	Worcester.
Alice Vara Proctor Mrs. Nathan A. Cobb, Sydney, Australia.	Spencer.
Hannah Arabella Tucker	North Brookfield.
Celia Eliza Whiteman Mrs. George H. Marsh, Auburn, N. Y.	Le Roy, N. Y.
Fanny Alberta Williams	Worcester.

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	Worcester.
Effie Lillian Bennett (Secretary)	Worcester.
Sarah Ann Boyd	Cherry Valley.
Florence Emily Brown Mrs. Horace Martin, East Douglas.	East Douglas.
Harriet Abigail Brown Somerville.	East Douglas.

NAMES.	RESIDENCES.
Mary Ellen Cecilia Carroll	Worcester.
Jennie Luliona Dearborn	Worcester.
Clara Amelia Grout Mrs. John W. Nichols, Barre, Vt.	Worcester.
Milly Jane Hall Mrs. Henry L. Patrick, Hopedale.	Upton.
Gertrude Hawkins Mrs Charles F. Wilson, Fitchburg.	Fitchburg.
Augusta Seaver Houghton Mrs. Louis E. Chase, Wilkinsonville.	Wilkinsonville.
Annie Devereaux Johnson Mrs. James Logan, Worcester.	Worcester.
Helena Adelaide Marie Kalaher	Worcester.
Gertrude Mitchell King	Nantucket.
Margaret Jane McCann	Worcester.
Mary Elizabeth Murphy Philadelphia, Pa.	Worcester.
Jeanette Maria Putnam Mrs. Edward E. Clark, Auburndale.	Northbridge.

THIRD CLASS, JULY, 1877.

Carrie Maria Adams	Worcester.
Emma Abbie Bigelow Mrs. E. C. Houghton, Newtonville.	Holden.
Ida Frances Boyden Mrs. Alvan H. Brown, East Douglas.	Oakham.
Jennie Ellis Chandler Bridgewater.	Duxbury.
Bessie Alice Chase Mrs. Edmund P. Capron, Boston.	Worcester.
Josepha Percy Chase Providence, R. I.	Worcester.
Katie Agnes Coughlin Mrs. David L. Bradt, Worcester.	Worcester.
Mabel Crane Mrs. W. Henry DeLong, Worcester.	Blackstone.
Mary Rebecca Doherty Mrs. Thomas D. Connolly, Beverly Farms.	Worcester.
Eliza Ann Fairbanks Mrs. C. H. Hersem, Westborough.	Westborough.
Ellen Montgomery Fitts Mrs. Robert M. Higgins, St. Louis, Mo.	Worcester.
Mary Elizabeth Fitzgerald	Worcester.
Ida Louise Gaskill	Blackstone.
Ella Eudora Hall Mrs. Alfred C. Bradish, Worcester.	Worcester.

NAMES.	RESIDENCES.
Mary Field Harrington	Worcester.
Anna Beatrice Hopkins	Worcester.
Mrs. John H. Leland, Worcester.	
Olive Rice Jenks	Spencer.
Mrs. Benjamin S. Crocker, Chicago, Ill.	
Lucia Naomi Jennison	East Templeton.
Worcester.	
Mary Ann Kean	Worcester.
Mrs. James Early, Worcester.	
Anna Maria Murray	Worcester.
Katie Ann McCarthy	Worcester.
Minnie Willietta Sherman	Worcester.
Anna Maud Smith	Worcester.
Mrs. Otis A. Merrill, Lowell. Died in Lowell, April 30, 1886.	
Hattie Urania Thwing	Worcester.
Mrs. Charles F. Smith, Worcester.	
Annie Teresa Timon	Worcester.
Isabella Livingston Tullis	Worcester.
Mrs. William A. Harding, Brooklyn, N. Y.	
Jennie Abbie Whitney (Secretary)	Worcester.
Mrs. Henry H. Browning, Haverhill.	

FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews	Worcester.
Addie Jane Booth (Secretary)	Worcester.
Mrs. Alvarado A. Coburn, Worcester.	
Ella Agnes Casey	Worcester.
Elizabeth Edwina Chapin	Worcester.
Jennie Cora Clough	Worcester.
Edna Currier	Worcester.
Mrs. Amory C. Holden, Worcester.	
Anna Crosby Cutting	Templeton.
St. Paul, Minn.	
Katie Anna Fallon	Worcester.
Mrs. Thomas W. Butler, Worcester.	
Addie Eliza Kendall	Worcester.
Mrs. William E. Waitt, Worcester.	
Armina Lillian Paul	Worcester.
Mrs. James C. Stewart, Worcester.	
Lilla Maria Rice	Grafton.
Mrs. Charles L. Ware, Fort Scott, Kan.	
Fanny Louise Smythe	Worcester.
Mrs. John F. Kyes, Worcester. Died in Worcester, April 19, 1882.	

NAMES.	RESIDENCES.
Marietta Sykes	Blackstone.
Mrs. Edward D. Brown, Minneapolis, Minn.	
Mary Alice Winter	Northbridge.
Mrs. Harold Foss, Saccarappa, Me.	

FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams	Fitchburg.
Mrs. J. Chauncey Lyford, Worcester.	
Elizabeth Estelle Bent	South Gardner.
Mrs. Franklin Eaton, South Gardner.	
Emma Frances Brown	Worcester.
Isabella Newton Eddy	Leicester.
Mrs. Charles T. Newton, West Boylston.	
Mary Abby Hayward	Ashby.
Mary Elizabeth Houghton (Secretary)	Worcester.
Mrs. C. David White, Washington, D. C.	
Isabel Pemberton Morey	West Brookfield.
Harriet Betsey Sargent	South Gardner.
North Cambridge.	
Carrie Angelicia Smith	Worcester.
Nellie Blake Webber	Worcester.
Mrs. Winslow S. Lincoln, Worcester.	

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	Fitchburg.
Mrs. Charles F. Martensen, Springfield.	
Hattie Woodward Arnold	Westborough.
Mrs. D. O. Clark, Warren.	
Emma Buckley	Worcester.
Mary Rosalie Goddard (Secretary)	Worcester.
Mary Emma Hastings	Westborough.
Waltham.	
Jennie Leonora Higgins	Worcester.
Mrs. James E. Smith, Worcester.	
Effie Frances Kinne	Plainfield, Conn.
Mrs. Edwin D. Goodell, Brookfield.	
Katie Agatha McLoughlin	Worcester.
Hattie Stearns Putnam	Worcester.
Sarah Elizabeth Rogers	Worcester.
Mrs. Edwin N. Sanderson, Brooklyn, N. Y.	
Adeline Estelle Sprague	Worcester.
Marion Capitola Tucker	North Brookfield.
Mrs. Frederick N. Hunter, Spencer.	

SEVENTH CLASS, JULY, 1879.

NAMES.	RESIDENCES.
Eugene Bacon Nobscot.	Framingham.
Mary Ella Clark Worcester.	Paxton.
Susan Drake Died in Spencer, June 16, 1888.	Spencer.
Maggie Agnes Flaherty	Worcester.
Emma Lorette Giffin, Mrs. Charles H. Wright, Haselton, O.	Templeton.
Katie Elizabeth Kenney Milford.	Worcester.
Ellen French Lindsay	Grafton.
Henrietta Agnes Murray (Secretary)	Worcester.
Anna Harriet Newton Mrs. Fred. Barnes, Worcester.	Paxton.
Edwin Thomas Painter, B.S. Edwin Thomas Painter, M.D., Pittsburg, Pa.	Worcester.
Emma Miller Plimpton	Northbridge.
Mary Agnes Rourke	Worcester.
Mary Abbie Sanborn Mrs. George B. Paddock, Minneapolis, Minn.	West Baldwin, Me.
Abby Brewer Shute	Auburn.

EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill	Plainfield, Conn.
Cora Anna Baldwin	Worcester.
Mary Elizabeth Barnard Mrs. William J. D'Ewart, Worcester.	Harvard.
Mary Mead Bowen	Mianus, Conn.
Mary Etta Buxton Mrs. Robert W. Robinson, Worcester.	Worcester.
Sarah Maria Davis	Webster.
Daisy Alice Miranda Fairchild Mrs. Sidney A. Sherman, North Brookfield.	Worcester.
Hattie Grant Gates (Secretary)	Worcester.
Mary Gertrude Griggs	Worcester.
Etta Lorenda Hill Mrs. Edward H. Forbush, Worcester.	West Upton.
Caroline Elizabeth Howe	Paxton.
Mary Anne Kane Mrs. John A. Howard, Spencer.	North Brookfield.
Harriet Lightbourn	Worcester.
Alice Eliza Meriam	Worcester.
Emma Sophronia Peirce Died in Worcester, March 26, 1884.	Leicester.

NAMES.	RESIDENCES.
Nellie Louisa Pierce Mrs. Fred. W. Fogg, Worcester.	Chesterfield, N. H.
Rosa Isabelle Seavey Mrs. William C. Howe, Worcester.	Worcester.
Anna Philena Smith	Central Village, Conn.
Maude Mary Smith Mrs. S. G. Lynn, Saundersville.	Grafton.
Marina Harwood Tucker Mrs. Wilber W. Hobbs, Worcester.	North Brookfield.

NINTH CLASS, JULY, 1881.

N. B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see page 15) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A) Mrs. Emanuel G. Trotz, Worcester.	Worcester.
Hattie Bond Andrews (A)	Worcester.
Olive Maria Butler Mrs. Charles F. Howard, Orange. Died in Meriden, Conn., Dec. 22, 1889.	Worcester.
Elida Maria Capen (A)	Charlton.
Rebecca Harlow Davie	Worcester.
Wilton Herbert Desper, B.S.	Worcester.
Edward Doolittle Fitch Edward Doolittle Fitch, M.D., Worcester.	Worcester.
Anna Trask Kelley (A)	Worcester.
Mary Emily McCormick (A)	Worcester.
Alice Caroline Mason (A) (Secretary) Mrs. George F. Barnard, Worcester.	Worcester.
Catherine Theresa Nevins (A)	Nantucket.
Georgiana Maria Newton (A)	Worcester.
Bertha May Peckham (A) Mrs. Elmer I. Baleom, Whitinsville.	Southborough.
Elizabeth Nettie Robinson Mrs. W. S. Hinks, Hyde Park.	Templeton.
Angenette Ethelinda Stone (A) Minneapolis, Minn.	Northbridge.
Jennie Matilda Tainter (A) Mrs. James H. Sutton, Worcester.	Worcester.

TENTH CLASS, JANUARY, 1882.

Florence Bicknell (A) Died in Boston, May 28, 1885.	Rowe.
Alice Chapin (A)	Auburn.
Abbie Mitchell Dorr Medfield.	Southborough.

NAMES.	RESIDENCES.
Mary Blake Dudley (A)	Worcester.
Mrs. W. B. Beach, Jr., New York City.	
Emma Gertrude Goodwin (A)	Worcester.
Abbie Calista Hale	Hubbardston.
Lizzie Frances Jones (A)	Lunenburg.
Fransess Dolbell Martin	Worcester.
Mrs. Adam Creelman, Newark, N. J.	
Ida Marion McCambridge (A) (Secretary)	Worcester.
Elizabeth Adelaide Potter	Worcester.
Mary Ella Proctor (A)	Worcester.
Mrs. Henry B. Quimby, Malden.	
Anna Bush Ranger (A)	Worcester.
Mrs. Elmore F. Johnson, Worcester.	
Sarah Lydia Sawyer	Fitchburg.
Mrs. John W. Jigger, Hyde Park.	
Caroline Isabel Stone (A)	Auburn.
Mrs. William Woodward, Worcester.	
Mabel Burnside Tew (A)	Worcester.
Mrs. Hiram E. Barnard, Worcester.	
Anna Laura Wells (A)	Rowe.
Mrs. Benjamin T. Henry, Rowe.	
Mary Blanche Wheatly (A)	Worcester.
Died in Worcester, Feb. 7, 1886.	

ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker	Phillipston.
Addie Maria Blenns	Worcester.
Anna Theresa Cavanough (A)	Worcester.
Louis Richards Condry	Groton.
Ann Fosket (A)	Webster.
Worcester.	
Mary Elizabeth Horgan (A)	Worcester.
Mrs. John J. Brennan, Worcester.	
Mary Eliza Jenks (A)	Spencer.
Mrs. G. Samuel Boutelle, Worcester.	
Julia Ardelle Mann (A)	Blackstone.
Edwin Scott Matthews, B.S.	Worcester.
Boston.	
Grace Emily Pearl (A)	Southborough.
Mrs. Albert C. Brown, Fitchburg. Died in Fitchburg, Feb. 20, 1891.	
Ada Dora Saunders (A)	Worcester.
Mrs. John W. Dodd, Worcester.	
Jennie Melenda Sprout	Worcester.
Died in Worcester, Feb. 24, 1886.	

NAMES.	RESIDENCES.
Anna Daniels Stowell (A) (Secretary)	Worcester.
Mrs. George H. Johnson, Ketchum, Idaho.	
Mary Florence Stratton (A)	Millbury.
Mrs. Walter N. Walling, Auburndale.	

TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A)	Worcester.
Boston.	
Harriet Annie Colton	Oxford.
Mrs. Frederick A. Wellington, Webster.	
Mary Ellen Convery (A)	Worcester.
Hannah Mary Kickham (A)	Worcester.
Mary Catherina Morrissey (A)	Worcester.
Mabel Piper (A)	Worcester.
Anna Theresa Smith (A)	Worcester.
Mary Celia Smith (A) (Secretary)	Worcester.
Etta Melissa Thayer (A)	Worcester.
Etta Theresa Whalen (A)	Worcester.

THIRTEENTH CLASS, JUNE, 1883.

Ada Bartlett Braman	Worcester.
Mrs. Charles L. Tower, Worcester.	
Minnie Anna Burgess Chase	Worcester.
Mrs. Frank E. Whitehouse, Worcester.	
Louise Frances Clark (A)	Paxton.
Mrs. William F. Brown, Paris, France.	
Mary Louise Gafney (A)	Worcester.
Alphonsine Talon L'Esperance (A)	Worcester.
Died in St. Hyacinthe, Que., Jan. 1, 1887.	
Mary Frye Lewis	Willimantic, Conn.
Mrs. Edward E. Johnson, Seneca Falls, N. Y.	
Mary Agnes McGillicuddy	Worcester.
Mary Alice Marshall	Still River.
Manchester, N. H.	
Jessie Moore Nichols	Auburn.
Jennie Mitchell Perrin	Westborough.
Mrs. Frederick A. Richardson, Worcester.	
Alice Valentine Phelps	Worcester.
Estella Virginia Rolston (A) (Secretary)	Worcester.
Honolulu, Hawaiian Islands.	
Jennie Elizabeth Sanderson (A)	Worcester.
Mrs. Sydney H. Elliott	Worcester.
Mary Gertrude Smith (A)	Quinsigamond.
Agnes Rose Stewart (A)	Worcester.
Abbie Josephine Taft (A)	Worcester.
New York City.	

NAMES.	RESIDENCES.
Lizzie Minnie Urban Mrs. Charles N. Chapin, Worcester.	South Westminster.
Octavia Howard Vaughan (A)	Worcester.
Hattie Louisa White	Boylston Centre.
Margaret Osgood Whitney Mrs. Frederick W. Blackmer, Worcester.	Worcester.
Grace Carpenter Williams (A) Mrs. Charles S. J. Ruggles, Gardner.	Gardiner, Me.

FOURTEENTH CLASS, JANUARY, 1884.

Mary Louise Blenus (A) Died in Millbury, Feb. 6, 1887.	Worcester.
Daniel Henry Casey	Worcester.
Ellen Gertrude Daley (A)	Worcester.
Adelia Teresa Gauren (A)	Worcester.
Eliza Tainter Gilbert Mrs. George Day, Worcester.	Worcester.
Eudora Estella Hay (Secretary)	Worcester.
John Edward Lynch	Worcester.
Nellie Abbie Robbins (A) Mrs. Henry W. Sykes, Pittsfield.	Rochester, N. Y.

FIFTEENTH CLASS, JUNE, 1884.

Maria Fernald Bosworth (A) (Secretary)	Worcester.
Maud Loetta Davis (A)	Worcester.
Ellen Frances Fallon Mrs. James F. Guerin, Worcester.	Worcester.
Margaret Frances Hagan	Worcester.
Lilla Ingalls Mrs. Albert D. Felch, Sunapee, N. H.	East Templeton.
Mary Jessie King Mrs. Frank H. Buxton, Worcester.	Middleville, N. Y.
Etta Rosella Leonard (A) Mrs. Irving E. Comins, Worcester.	Worcester.
Mary McCann (A) Chicago, Ill.	Leominster.
Anna Gertrude Melanefy (A) Died in Worcester, Nov. 30, 1885.	Worcester.
Annie Ward Newell (A)	Millbury.
Helena Bridget O'Keefe Providence, R. I.	Worcester.
Edith Marietta Rolston (A)	Worcester.
Mary Lucy Seavey (A)	Worcester.
Alice Alberta Tatman (A) Mrs. Arthur E. Hayer, Quinsigamond.	Quinsigamond.

NAMES.	RESIDENCES.
Elizabeth Pickering Thompson	Durham, N. H.
Mrs. Albert DeMeritt, Durham, N. H.	
Katy Adaline Wilder	Sterling.
Mrs. R. Lincoln Chandler, Sterling.	

SIXTEENTH CLASS, JANUARY, 1885.

Katherine Blanche Adams	Worcester.
Mrs. Lester T. Crook, Worcester.	
Mary Louise Burroughs	Boxborough.
West Acton.	
Minnie Jennie Condy (A)	Worcester.
Mrs. Charles F. Pharaoh, Worcester.	
Emma Florence Davis	Shrewsbury.
Mrs. George E. Stone, Shrewsbury.	
Cora Belle Drew	Burlington, Vt.
Anna Gertrude Foley (A)	Worcester.
Julia Elizabeth Green (A)	Worcester.
Lucy Maria Green (A) (Secretary)	Worcester.
Catharine Aloysia Hackett (A)	Worcester.
Annie Maria Ham (A)	Worcester.
Carrie Adaline Hildreth (A)	Worcester.
Mary Anne McBride (A)	Worcester.
Ellen Gertrude McGillicuddy (A)	Worcester.
Mary Agnes Morrissey (A)	Worcester.
Delia Isabel Newbury (A)	Worcester.
Mrs. Willis E. Knowlton, Shrewsbury.	
Carrie Louise Paige (A)	Hardwick.
Mrs. Edward S. Frary, Waterbury, Vt.	
Ida May Parsons (A)	Holden.
Bourne.	
Frances May Prentice (A)	Westborough.
Mrs. Fred. S. Dearborn, Worcester.	
Hannah Sheehan (A)	Whitinsville.
Mary Elizabeth Talbot Tandy	Athol.
Ella Maria Wells (A)	Deerfield.
Mrs. H. Clifford Hawks, Deerfield.	
Alvena Betsy Williams (A)	Paxton.
Mrs. George E. Stimson, Leicester.	

SEVENTEENTH CLASS, JUNE, 1885.

Ida Florence Buxton	Worcester.
Cora Augusta Cooley (A)	Worcester.
Mrs. Edward Lawton, Ayer.	
Amy Holbrook Dana (A)	West Boylston.
Atlanta, Ga.	

NAMES.	RESIDENCES.
Minnie Alberta Davis	Worcester.
Carrie Elizabeth Dodd (A)	Paxton.
New Haven, Conn.	
Emily Sophia Gaskill (A)	Mendon.
Emma Jane Goddard (A)	Grafton.
Emma Eliza Hayward	Ashby.
Benjamin West Kinney (A) (Secretary)	Worcester.
Georgia Hudson Lakin (A)	Paxton.
Mrs. Charles H. Dodd, Worcester.	
Ada Alvera Mason	Worcester.
Died in Worcester, May 5, 1890.	
Agnes Josephine O'Gorman (A)	Worcester.
Carrie Melinda Sweetzer (A)	Worcester.
Florence Mabel Waite (A)	Pittsfield.

EIGHTEENTH CLASS, JANUARY, 1886.

Alice Lucina Bainbridge (A)	Worcester.
Alice Rosilla Barton (A)	Upton.
Grace Rebecca Everett (A) (Secretary)	Worcester.
Edith May Harding (A)	Worcester.
Sarah Wyman Hay (A)	Worcester.
Nellie Francene Monroe (A)	Rutland.
Mrs. Benjamin W. Kinney, Worcester.	
Julia Agnes Quinn (A)	Worcester.
Margaret Scott (A)	Burlington, Vt.
Worcester.	
Annie Gertrude Thompson (A)	Worcester.
Carrie Alona Thompson (A)	Worcester.

NINETEENTH CLASS, JUNE, 1886.

Cora Jane Ball (A)	Grafton.
Addie Taylor Banister	Worcester.
Clara Harwood Bemis	Spencer.
Julia Meeker DeCamp (A)	Worcester.
Mrs. Sanford D. Leland, Holyoke.	
Mary Jennie Hart (A)	Worcester.
Susan Rhoda Hartwell (A)	Oxford.
Thomas Joseph Higgins (A) (Secretary)	Worcester.
Mary Alice Johnson	Westborough.
Mrs. George M. Howe, North Brookfield.	
Mary Elizabeth Joyce (A)	Worcester.
Carrie Lauretta Maynard (A)	Worcester.
Susan Augusta Peirce (A)	West Boylston.
Died in West Boylston, April 27, 1888.	

NAMES.	RESIDENCES.
Abby Louise Penniman (A)	Worcester.
Hattie May Ruggles (A)	Worcester.
Annie Elisabeth Tucker (A)	Chelsea.
Melrose.	
Ella Maria Whitney	Upton.
Mrs. Allan D. Risteen, Hartford, Conn.	
Carrie Howard Wilmarth (A)	Worcester.
Mrs. William E. Drake, Brooklyn, N. Y.	

TWENTIETH CLASS, JANUARY, 1887.

Harriet Louise Brewster (A)	Westborough.
May Elsie Chapin	Worcester.
Caroline Gertrude Cooke (A)	Worcester.
Sarah Leighton Dinsmore	Lowell.
Sarah Elizabeth Earley (A)	Spencer.
Carrie Lincoln Fletcher (A)	Worcester.
Marion Holbrook (A)	Worcester.
Florence Holman (A)	West Millbury.
Marietta Knight	Worcester.
Elizabeth McFarland	Sutton.
Died in Sutton, Jan. 7, 1891.	
Hattie Louise Partridge (A)	Worcester.
Cora Deborah Elizabeth Robinson (A)	Worcester.
Lilian Ainsworth Smith (A)	Dudley.
Florence Sherman Waite (A) (Secretary)	Worcester.
Mrs. G. Arthur Smith, Worcester.	
Lizzie Helen Wallis (A)	North Oxford.
Margaret Louisa Walsh (A)	Worcester.
Henrietta Maria Wright (A)	East Templeton.

TWENTY-FIRST CLASS, JUNE, 1887.

Olive Minerva Barnes (A)	Worcester.
Mrs. William C. Temple, Rutland.	
Alice Harriette Belding	Worcester.
Annie Josephine Butterfield (A)	Worcester.
Lulu Louise Clarke (A)	Worcester.
Albert Swain Colburn	Shirley Village.
St. Joseph, Mo.	
Anna Burgess Collier (A)	Worcester.
Josephine Pauline Convery (A)	Worcester.
Margaret Mary Hanley (A)	Worcester.
Addie Maria Harthan (A)	Worcester.
Kate Maria Healy (A)	Worcester.
Nellie Gertrude Jerome (A)	Worcester.
Cora Emma Kemp (A)	Worcester.

NAMES.	RESIDENCES.
Abbie Curtis Knight (A)	Worcester.
Emma Martha McCormick	Spencer.
Honora Lucy Murphy (A)	Worcester.
Mary Jane Newton (A)	Greenfield.
Abigail Loretta O'Hara (A)	Worcester.
Lucy Reed Poland (A) (Secretary)	Worcester.
Mary Teresa Power (A)	Worcester.
Miriam Frances Proctor (A)	Spencer.
May Caroline Rogers (A)	Worcester.
Kate Emogene Smith (A)	Florence.
Louise Adelia Stockdale (A)	Worcester.
Charlotte May Taylor (A)	Bolton.
Mrs. Oliver A. Everett, Bolton.	
Bertha Caroline Yeaton (A)	Worcester.

TWENTY-SECOND CLASS, JANUARY, 1888.

Jennie Ambrose Casey (A)	Worcester.
Margaret Ann Connolly (A)	Worcester.
Idaline Dawley (A)	Plainfield, Conn.
Died in Plainfield, Conn., Sept. 4, 1888.	
Catherine Teresa Donnelly (A)	Worcester.
Annie Elizabeth Fales (A)	Westborough.
Ida Childs Gleason	West Brookfield.
Ida Etta Leland (A)	Upton.
Mary Mackin (A)	Worcester.
Died in Worcester, Aug. 17, 1889.	
Fanny Richards Brewer Macomber (A)	Worcester.
Edith Maria Marsh	Leicester.
Mary Gertrude Overend (A) (Secretary)	Worcester.
Cora Almira Paige (A)	Worcester.
Dora Alvire Paige (A)	Worcester.
Julia Winifred Smith (A)	Quinsigamond.
Minnie Belle Stearns (A)	North Leominster.
Mrs. George P. Taylor, Springfield.	

TWENTY-THIRD CLASS, JUNE, 1888.

Mary Agnes Cunningham (A)	Worcester.
Amelia Louisa Diemar (A)	Worcester.
Minnie Isabel Gage (A)	Worcester.
Henry Dwight Hunt	Columbia, Conn.
Anna Miriam Johnson (A)	Worcester.
Edith Genevieve Loring	Westborough.
Jeannette Morrill (A)	Benton, N. H.
Worcester.	

NAMES.	RESIDENCES.
Gertrude Emma Nash (A)	Worcester.
Mary Alice O'Gready (A)	Worcester.
Annie Brown Porter (A)	Manchester, N. H.
Mary Agnes Quinn (A)	Worcester.
Flora Addie Strong	Starksborough, Vt.
Margaret Gertrude Sullivan (A)	Worcester.
Mary Louise Taylor (A) (Secretary)	Worcester.
Helen Frances Walker	Worcester.

TWENTY-FOURTH CLASS, JANUARY, 1889.

Martha Jennie Alton (A)	Worcester.
Mrs. Walter Lincoln Brown, Worcester.	
Harriet Amelia Blood (A)	Worcester.
Carrie Maria Bunce (A)	Worcester.
Anna Loretta Callahan	Barre.
Harriet Washburn Cook (A)	Worcester.
Jennie Maria Fairbanks	Holden.
Ellen Estelle Fitzgerald (A)	Worcester.
Cecilia Theresa Kelley (A)	Worcester.
Sarah Ann McCormick (A)	Worcester.
Ellen Agnes McTiernan (A)	Worcester.
Alice Elizabeth Marsh	Leicester.
Mrs. Fred. Libby, Leicester.	
Katherine Mathews (A)	Westborough.
Grace Lamson Newton (A)	Oakdale.
Ellen Agnes O'Neil (A)	Worcester.
Mary Elizabeth Patten	Danby, Vt.
Clinton.	
Alice Cressy Plumer (A)	Maxwell, Neb.
Grace Emeline Remington (A)	Worcester.
Sara Elizabeth Rollison (A)	Worcester.
Olive Russell (A) (Secretary)	Worcester.
Mary Ann Agnes Short (A)	Worcester.
Mary Alice Smith (A)	Worcester.
Mrs. Melville D. Frost, Boston.	
Dora Taft	Mendon.
Winifred Rosalie Todd (A)	Worcester.
Addy Frances Yeaton (A)	Worcester.

TWENTY-FIFTH CLASS, JUNE, 1889.

Clara Elizabeth Andrews (A)	Boylston.
Grace Hulford Bishop (A)	Worcester.
Ellen Gertrude Carey (A)	Worcester.
Stella Elizabeth Chapin (A)	Worcester.

NAMES.	RESIDENCES.
Susan May Corbin	W. Woodstock, Conn.
Annie Maria Gilbert (A)	Worcester.
Nettie May Grout (A)	Spencer.
Bridgeport, Conn.	
Susan Martha Hill (A)	Hudson.
Lou Frances Sawtelle	Worcester.
Mrs. Arthur D. Putnam, Worcester.	
Netty Anna Starkey (A) (Secretary)	Worcester.
Katie Stevenson (A)	Worcester.
Clara Harwood Walker (A)	Worcester.
Elizabeth Frances Walker (A)	Worcester.
Martha Raymond Walker (A)	Worcester.
Denver, Col.	
Harriet Erwin Wheeler (A)	Worcester.
Emma Augusta Windle	Oxford.

TWENTY-SIXTH CLASS, JANUARY, 1890.

Maud Sophie Bosworth (A)	Worcester.
Herbert Eugene Buxton	Ashford, Conn.
Flora Browning Chamberlain (A)	Worcester.
Florence Malbone Dodge (A)	Worcester.
Alice Gertrude Draper (A) (Secretary)	Worcester.
Alice Little Eames (A)	Worcester.
Elizabeth Christine Finn (A)	Worcester.
Mary Agnes Flynn (A)	Worcester.
Costella Gertrude Gale (A)	Guilford, Vt.
Margaret Jane Gartland (A)	Worcester.
Mary Gertrude Geary (A)	Worcester.
Mary Catherine Henry (A)	Worcester.
Anna May Hewett (A)	Worcester.
Lena May Hurlbut (A)	Richford, Vt.
Harriet Howe Maynard	Townsend.
Annie York Milliken (A)	Worcester.
Anna Grace Moore (A)	Worcester.
Amy Murray (A)	Worcester.
Rupert Henry Murray	Worcester.
Kate Evans Parker (A)	Worcester.
Minnie Partridge	Medway.
Jeannette Witherby Scruton (A)	Canton, N. Y.
Ella Louise Smith (A)	Worcester.
Annie Lillian Sullivan (A)	Worcester.
Mary Eleanor Whitty (A)	Fitchburg.
Mary Emma Williams	Webster.
Mrs. Charles A. Durfee	Chopmist, R. I.

TWENTY-SEVENTH CLASS, JUNE, 1890.

NAMES.	RESIDENCES.
Amy Maria Aldrich (A)	Westborough.
Emma Susie Barrett (A)	Worcester.
Mattie Josephine Black (A)	Worcester.
Emma Jane Cooper	Worcester.
Manchester, N. H.	
Anna Gertrude Cullen (A)	Worcester.
Maud Elizabeth Davis (A)	Holden.
Kathline Elizabeth Dwyer (A)	Worcester.
Harriet Almira Greene (A)	Wrentham.
Luta Belle Lincoln (A) (Secretary)	Worcester.
Charlotte McFarland (A)	Worcester.
Annie Teresa McGrath (A)	Worcester.
Mary Catherine O'Connor (A)	Worcester.
Mary Helen Rogers (A)	Holden.
Sarah Agnes Russell (A)	Amherst.
Florence Louise Seagrave (A)	Uxbridge.
Edith Maria Studley (A)	Worcester.
Nellie Dascombe Temple (A)	Gardner.
Florence Helen Towne (A)	Mendon.

TWENTY-EIGHTH CLASS, JANUARY, 1891.

Henrietta Maria Ager (A)	Worcester.
Agnes Maria Blanchard	Harvard.
Jennie Frances Brennan (A)	Worcester.
Edith Minetta Brown (A) (Secretary)	Worcester.
Huldah Jane Gibson (A)	South Boston.
Sarah Alice Hopwood (A)	Worcester.
Fanny Maud Joy (A)	Manchester, N. H.
Helen Maria King (A)	Worcester.
Rosa Helena Mahan (A)	Worcester.
Agnes McMahon (A)	Worcester.
Mary Brown Porter (A)	Louisville, Ky.
Nellie Jane Wattie (A)	Worcester.
Alice Gertrude Whitcomb	Worcester.

SPECIAL STUDENTS

WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.

1881.

Francis Patrick McKeon, A.M.
Richard Henry Mooney, A.M.

1882.

Thomas William Butler.
Owen Henry Conlin, A.B.
Peter Andrew Conlin, A.B.
Edward Aloysius Quinland, A.B.

1883.

Arthur Hay, A.B.

1886.

William Francis Carmody, A.B.

1890.

Joseph Edward Underwood, A.B.

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Number in the Eighth Class	20
Number in the Ninth Class	16
Number in the Tenth Class	17
Number in the Eleventh Class	14
Number in the Twelfth Class	10
Number in the Thirteenth Class	21
Number in the Fourteenth Class	8
Number in the Fifteenth Class	16
Number in the Sixteenth Class	22
Number in the Seventeenth Class	14
Number in the Eighteenth Class	10
Number in the Nineteenth Class	16
Number in the Twentieth Class	17
Number in the Twenty-first Class	25
Number in the Twenty-second Class	15
Number in the Twenty-third Class	15
Number in the Twenty-fourth Class	24
Number in the Twenty-fifth Class	16
Number in the Twenty-sixth Class	26
Number in the Twenty-seventh Class	18
Number in the Twenty-eighth Class	13
Total number of graduates	457
Number of certificated students	9

GIFTS OF THE GRADUATING CLASSES.

These all form a part of the decoration of the main hall or school-room.

First Class	Apollo. (Bust.)
Second Class .	Angel-Boys, from Raphael's "Sistine Madonna." (Photograph.)
Third Class	Guido's "Aurora." (Photograph.)
Fourth Class . . .	Colosseum at Rome. (Photograph.)
Fifth Class	Julius Cæsar. (Bust.)
Sixth Class	John Locke. (Bust.)
Seventh Class	Pestalozzi. (Bust.)
Eighth Class . .	Ralph Waldo Emerson. (French's Bust.)
Ninth Class . . .	"An Old Monarch," by Rosa Bonheur. (Engraving.)
Tenth Class . . .	Pyramids and Sphinx. (Photograph.)
Eleventh Class . . .	Titian's "Flora." (Photograph.)
Twelfth Class,	Michel Angelo's "Three Fates." (Photograph.)
Thirteenth Class	Lincoln. (Volk's Bust.)
Fourteenth Class . . .	Webster. (Photograph by Hawes.)
Fifteenth Class . . .	Millet's "Spinner." (Etching.)
Sixteenth Class	Franklin. (Houdon's Bust.)
Seventeenth Class . .	The Matterhorn (Photograph.)

SIXTEENTH ANNIVERSARY

OF THE

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

PROGRAMME.

THURSDAY, JUNE 26, 1890.

FORENOON.

BEGINNING AT HALF-PAST NINE O'CLOCK.

SINGING, — "Praise thou the Lord."

READING OF THE THESES.

TWENTY-SIXTH CLASS, JANUARY, 1890.

*MAUD SOPHIE BOSWORTH (A), ... Worcester.
OUR GRADUATES' LETTERS.

*HERBERT EUGENE BUXTON, ... Ashford, Conn.
OCCUPATION OF PUPILS OUT OF SCHOOL.

FLORA BROWNING CHAMBERLAIN (A), ... Worcester.
BOY NATURE ACCORDING TO MARK TWAIN.

FLORENCE MALBONE DODGE (A), ... Worcester.
THE USE OF THE DICTIONARY.

*ALICE GERTRUDE DRAPER (A), ... Worcester.
EARLY SCHOOLS OF MASSACHUSETTS.

*ALICE LITTLE EAMES (A), ... Worcester.
EARLY EDUCATION OF JOHN STUART MILL.

ELIZABETH CHRISTINE FINN (A), ... Worcester.
KING'S "METHODS AND AIDS IN GEOGRAPHY."

*MARY AGNES FLYNN (A), ... Worcester.
A VISIT TO THE INDUSTRIAL SCHOOLS OF BOSTON.

*COSTELLA GERTRUDE GALE (A), ... Guilford, Vt.
CAMPING OUT FOR GIRLS.

MARGARET JANE GARTLAND (A), ... Worcester.
A VISIT TO THE LYMAN SCHOOL.

NOTE. — Not all the essays can be read in the time allotted to the exercises. The names of the readers are indicated by a star.

N. B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices in the public schools of the city of Worcester.

MARY GERTRUDE GEARY (A), ... Worcester.
"HOW TO STUDY GEOGRAPHY."—*Parker.*

MARY CATHERINE HENRY (A), ... Worcester.
OUR "POCKETS."

ANNA MAY HEWETT (A), ... Worcester.
FIVE-MINUTE TALKS ON NATURAL HISTORY.

LENA MAY HURLBUT (A), ... Richford, Vt.
OUR LIBRARY.

HARRIET HOWE MAYNARD, ... Townsend.
DEFECTS IN THE EDUCATION OF AMERICAN GIRLS.

ANNIE YORK MILLIKEN (A), ... Worcester.
CONTINUED INTEREST IN THE SAME PLAY.

ANNA GRACE MOORE (A), ... Worcester.
GROWTH OF THE KINDERGARTEN IN THE UNITED STATES.

AMY MURRAY (A), ... Worcester.
"RUTS."

*RUPERT HENRY MURRAY, ... Worcester.
THE DEMAND FOR TEACHERS AND THEIR SALARIES IN MASSACHUSETTS.

*KATE EVANS PARKER NEWHALL (A), ... Worcester.
HOW TO HELP CHILDREN STUDY.

MINNIE PARTRIDGE, ... Medway.
EFFECT OF CLASSIC STORIES UPON CHILDREN.

*JEANNETTE WITHERBY SCRUTON (A), ... Canton, N. Y.
A CONNECTICUT SCHOOL REPORT AND WHAT CAME OF IT.

*ELLA LOUISE SMITH (A), ... Worcester.
THE ORDER OF INTEREST.

*ANNIE LILIAN SULLIVAN (A), ... Worcester.
WORDSWORTH'S ESTIMATE OF THE CHILD.

MARY ELEANOR WHITTY (A), ... Fitchburg.
KLEMM'S "EUROPEAN SCHOOLS."

MARY EMMA WILLIAMS, ... Webster.
NATIVE EDUCATION AMONG THE INDIANS.

RECESS,—FIVE MINUTES.

SINGING,—Part Songs, ... *Franz Abt.*
(a) Waltz Song.
(b) Marching Song.

TWENTY-SEVENTH CLASS, JUNE, 1890.

*Amy Maria Aldrich (A), ... Westborough.
Children's Fears.

Emma Susie Barrett (A), ... Worcester.
The Boston Conference on Physical Training.

Mattie Josephine Black (A), ... Worcester.
Manual Training.

Emma Jane Cooper, ... Worcester.
Women as Teachers.

Anna Gertrude Cullen (A), ... Worcester.
Garden-Work in Schools.

*Maud Elizabeth Davis (A), ... Holden.
Bryce's "American Commonwealths."

Kathline Elizabeth Dwyer (A), ... Worcester.
Dr. Hall's "How to teach Reading."

*Harriet Almira Greene (A), ... Wrentham.
Resources of a District School.

*Luta Belle Lincoln (A), ... Worcester.
Childhood of George Sand.

Charlotte McFarland (A), ... Worcester.
Louisa Alcott's Childhood.

Annie Teresa McGrath (A), ... Worcester.
Memories of First Years of Life.

*Mary Catherine O'Connor (A), ... Worcester.
"Robinson Crusoe" as a School-book.

Mary Helen Rogers (A), ... Holden.
Fitch's "Notes on American Schools."

Sarah Agnes Russell (A), ... Amherst.
The Spirit of the Teacher.

*Florence Louise Seagrave (A), ... Uxbridge.
The "Orbis Pictus" of Comenius.

Edith Maria Studley (A), ... Worcester.
Out of School.

*Nellie Dascombe Temple (A), ... Gardner.
Blackboard Drawing.

Florence Helen Towne (A), ... Mendon.
School Punishments Historically Considered.

AFTERNOON.

BEGINNING AT QUARTER-PAST TWO O'CLOCK.

SINGING, — "Morning Invitation," . . . . . *Veazie.*

VALEDICTORY, — TWENTY-SIXTH CLASS.

FLORENCE MALBONE DODGE (A), ... Worcester.

THE USE OF THE DICTIONARY.

VALEDICTORY, — TWENTY-SEVENTH CLASS.

MATTIE JOSEPHINE BLACK (A), ... Worcester.

MANUAL TRAINING.

AWARD OF DIPLOMAS.

SINGING, — Old English Songs (learned by ear and sung in unison):

1. "Black-eyed Susan" (words by Gay; tune by Richard Leveridge).
2. "Begone, Dull Care!" (Chappell.)

ANNIVERSARY ADDRESS.

By Mrs. ALICE FREEMAN PALMER, Ph.D., Ex-President of Wellesley College.

SINGING, — "Auld Lang Syne" (arranged by Mr. C. C. Stearns, and learned by ear).

LAST REPORT OF THE STATE BOARD OF VISITORS CONCERNING THE WORCESTER SCHOOL.

[*From the Fifty-fourth Annual Report of the Board of Education.*]

The visitors have but little that is new to report concerning this school. They are always struck, however, with a certain fresh and buoyant life that pervades its discipline and instruction, with the cheerful industry of the pupils, and with their spontaneous and natural ways of doing their work from hour to hour. There is no hurry or confusion, and there is, to all appearance, a remarkable absence of worry. The visitors, however, do not base their judgment solely upon the prepossessing demeanor of the school as casually seen. The testimony of graduates more than confirms the favorable impression above described. Not only do they carry away with them grateful and affectionate memories of their life here, but the verdict of their mature judgment, after the severe tests of experience, is practically unanimous in favor of the intellectual, social and moral influences of the school. These influences, moreover, are plainly seen in the work of the graduates themselves. One who follows them into the school-room soon discovers that they are animated with the genuine love of teaching, that they shrink from no labor or pains, and that their art is informed and guided by enthusiasm, intelligence and good sense. Their frequent letters to the principal are filled with interesting details of their work, particularly their dealings with individual pupils, and show that they have been effectively trained to recognize the great principle that the school exists for the pupils, not the pupils for the school.

INSTRUCTORS.

The visitors are glad to report that there has been no change in the faculty during the year. The principal enjoys the confidence of all his associates, and has their cheerful co-operation in every detail as well as in the general policy of his manifold duties. The daily programme is so arranged that one teacher is free each hour to receive visitors, or to take charge of any class whose instructor may be temporarily absent.

STUDENTS.

The students as a body are well up to the high standard that has always been maintained in this school. A clear majority in the entering classes are graduates of high schools, and a considerable number have had successful experience as teachers

The plan of granting temporary leave of absence to such as may desire for any reason to interrupt their course for the purpose of teaching has been followed here for years with excellent results. It seasons theory with practice, and the pupil comes back with a better understanding of the aims and methods of the normal school, and with a sharper appetite for the advantages of its training. The only drawback is, that occasionally, though seldom, a pupil is tempted to stay out too long; but such cases are generally those of inferior ambition, so that the loss to the school is not great.

Our students need many suggestions with regard to their duties, but they require very little "government," in the old-fashioned school sense of the word. They easily catch the spirit of all needful regulations, and their small lapses are due to temperament, almost never to wrong intention. In fact, they are in far less need of repression than of encouragement to greater freedom and frankness of behavior.

GRADUATES.

There has never been so widespread and eager a demand for our graduates as during the past year. In towns where one or two had been employed, more have been asked for; and requests have come from places where hitherto the feeling has been rather against normal graduates. So far as we know, not one of our recent graduates has sought an engagement through any teachers' agency, while several such agencies have appealed to us in vain to name candidates for "desirable positions." Our two annual classes (January and June) numbered together forty-four members. Before the end of October (1890) not a single candidate was available for vacancies outside the city of Worcester, and many applications had consequently to be declined. The visitors regard these facts as highly creditable to the school, especially when it is remembered that this is the youngest normal school in the State, and that its first class was graduated only fourteen years ago.

BUILDING AND GROUNDS.

The building, which has proved convenient and serviceable for sixteen years, is now in need of some repairs, particularly of replastering, repainting, etc., and a special appropriation for this purpose will soon have to be asked for. The grounds have been much improved during the last three or four years by the planting of hundreds of trees, shrubs and

vines, mostly the work of teachers and students on the semi-annual arbor days. But there is still need of fertilizing and grading the whole surface of the lot, and of laying out paths. The striking and unusual natural advantages of these grounds should not go unimproved, especially in a rapidly growing city, where public attention is so much awake to the necessity of providing betimes for the future beauty and salubrity of its open-air tracts and spaces.

THE LIBRARY AND ITS USE.

The visitors are pleased to note the gradual increase of the library, especially in standard works of reference The books are distributed through all the working-rooms of the building, and no restriction whatever is placed upon their constant use. Moreover, they are freely lent to students to take home every vacation and holiday, a privilege highly prized by most of the students. It may be added that in this unrestricted use of the library not a half-dozen volumes have ever been lost.

THE STUDY OF CHILDREN.

The systematic observation of children, begun in this school about five years ago, and since adopted in several other normal and training schools, goes on with unabated zeal, and with beneficial results that are plainly manifest. In addition to the lines of child-study heretofore pursued, there has been instituted this year a new class of observations relating specifically to exceptional or defective children.

Dr. Francis Warner of London has recently called attention to the fact that there are usually to be found in every school one or more children suffering from well-marked defects, bodily or mental, or both, who require from the teacher special care and encouragement, in order not to receive injury rather than benefit from school life. Every teacher of experience has known such cases. "Now, as to these wrong-brained children," says Dr. Warner, "they are worth helping." They are often misunderstood, and the mistake is made, especially by young teachers, of using undue urgency or force to bring them into relations of equality and unity with the rest of the school. The disturbances which attend the effort to classify these unfortunate children with those of the normal type may be greatly lessened and often wholly avoided by treating them frankly as exceptional, by studying their peculiarities, gaining their confidence through sympathy and kindness, and gradually drawing them by gentle means towards such useful activities as they are capable of. To aid our students in preparing for this delicate part of their future work, blanks have been prepared for recording full and systematic observations of this class of children. The object in view, however, is not so much to gather facts, though these are always interesting and usually valuable, as to bring the observers into an

attitude of intelligent and humane sympathy with exceptional children and so to open up better ways of dealing with them in school. The salutary effects that might be expected to flow from this sort of study are already beginning to appear in our students, and we feel encouraged to go on with it.

PRACTICE.

Begun in 1896

It goes without saying that the learning of any art demands practice, and certainly the art of managing and teaching a school is no exception to the rule. Hence it has come to be regarded as essential to the complete functions of a normal school to provide something akin to the clinical feature of medical training, whereby the student may test and improve his practical abilities in the actual teaching of children in school. The location of this school in one of the large cities of the Commonwealth was early seen to offer many advantages for this necessary part of normal training, and a plan was devised and put in operation which has been fully described in former reports and in our annual catalogue, under the name of "Apprenticeship."

After a year and a half of normal school work the student may be assigned to service as an assistant to some approved teacher in the public schools of the city, under the joint supervision of the superintendent of schools and the faculty of the normal school. This apprenticeship lasts for six months, covering several grades of school work, and offers an excellent opportunity for the student to become familiar with the details of management and instruction, as well as to try her hand at real teaching After this experience, another half-year at the normal school completes the course. No feature of our training has received more unanimous and emphatic approval than this, not only from outside observers, but especially from those who have passed through it, and whose subsequent experience as teachers has enabled them justly to estimate its benefits

It should be added that the apprenticeship is optional, and that it lengthens by a half-year the pupil's stay in the normal school; but the great majority of our students, even those who have previously taught schools of their own, elect it as part of their course, and, as above stated, with lasting satisfaction.

THE PROPOSED DWELLING-HOUSE AND DORMITORY.

The last Legislature was petitioned by the visitors of this school to appropriate a sufficient sum of money to build upon the grounds a dwelling-house for the principal. The suggestion was also made that a dormitory of moderate size would soon become necessary for the proper accommodation of students from out of town, and that this might be advantageously built at the same time. The legislative committee on education

reported favorably upon the petition, and recommended an appropriation of fifteen thousand dollars for the dwelling-house and dormitory. The committee on finance, however, reported in favor of referring the matter to the Legislature of 1891, and it was so referred.

The advantages of thus increasing the accommodations of the school are obvious. There is need of having some better protection and oversight of the premises than can now be exercised, especially in vacation time; and the public convenience, particularly the convenience of school committees and superintendents in search of teachers, requires that the principal should be more accessible to visitors than now, when he is compelled to reside at a considerable distance from the school. There is also a growing necessity for providing suitable lodgings for students who have no home in the city, as well as for such teachers as would be glad to obtain comfortable quarters near the school. This need is all the more felt from the fact that the normal school is situated at a distance from the centre of the city, and off the line of public conveyances. In a word, the attractiveness, security and efficiency of the school would all be greatly increased by such an addition to its facilities as is above proposed, and it is earnestly hoped that the Legislature of the present year will make the appropriation needed to put the Worcester school on an equal footing in this respect with the other normal schools of the State.

ACKNOWLEDGMENTS.

We are under great obligations to Mrs. Alice Freeman Palmer, who, in the midst of many pressing duties, came with great willingness to our anniversary, and gave a most acceptable address. Many friends, especially our graduates, singly and as classes, have remembered the school with timely and valuable gifts, all of which are duly acknowledged in our annual catalogue.

STATISTICS FOR THE YEAR 1889–90.

1. Numbers: number of pupils in the first term, 155; number of pupils in the second term, 149; whole number of pupils in attendance during the year, 196.

2. Numbers in entering classes: in September, 1889, 31; in February, 1890, 28; total, 59.

3. Average age of pupils admitted: in September, 1889, nineteen years, one month; in February, 1890, nineteen years, four months.

4. Of those admitted there were: from Worcester County, 51; Berkshire County, 1; Bristol County, 1; Franklin County, 2; Middlesex County, 1; Suffolk County, 1; Maine, 1; New Hampshire, 1; total, 59.

5. Occupations of pupils' parents: professional, 3; mercantile, 6; skilled labor, 32; unskilled labor, 17; unknown, 1; total, 59.

6. Numbers in graduating classes: in January, 1890, 26; in June, 1890, 18; total, 44.

7. Average age of graduates: in January, 1890, twenty-two years, two months; in June, 1890, twenty-one years, five months.

8. The library: Reference department, — number of volumes reported last year, 2,487; number of volumes added this year, 207; number of volumes now in reference department, 2,694. Text-book department, — number of volumes reported last year, 4,920; number of volumes lost, 3; number of volumes transferred to reference library, 2; number of volumes sold or exchanged as superseded, 500; number of volumes added this year, 200; number of volumes now in text-book department, 4,648. Total number of volumes in both departments, 7,342.

GIFTS.

The following gifts are gratefully acknowledged: —

From James Draper, Esq., as heretofore, nearly one hundred trees, shrubs and vines for planting in the school grounds.

From Miss Elizabeth A. R. Daniels, a cabinet specimen of sulphides of copper and iron.

From Miss Juliet Porter, Cooke and Berkeley's "Fungi," and a live striped squirrel (sciurus striatus).

From Benjamin J. Dodge, Esq., Larned's "History of Windham County, Conn.," two volumes.

From Dr. and Mrs. Nathan A. Cobb, a box of architectural models for children.

From Miss Bertha M. Stone, a live striped squirrel (sciurus striatus).

From Franklin H. Hooper, M.D., six copies of his monograph on "Adenoid Vegetations in Children."

From Miss Julia A. Hill, a specimen of the "towel gourd" (Luffa Ægyptiaca).

From Misses Marietta and Abbie C. Knight, seven specimens of granite and sandstone.

From Miss Agnes R. Stewart, a collection of photographs by herself.

From the Worcester Woman's Suffrage League, a copy of "The Woman's Journal" for one year.

From Miss Helen L. Osborne, typical parts of a swordfish.

From Messrs. Walter Baker & Co., a copy of "The Chocolate Plant and its Products."

From Mr. Henry W. Brown, several pamphlets and volumes for the library.

From Miss Ellen M. Haskell, Thwaites' "Historic Waterways."

From Mrs. A. G. Cochrane, an ornithological specimen for the museum, and a pamphlet in raised letters for the use of the blind.

QUESTIONS USED AT THE ENTRANCE EXAMINATION (WRITTEN PART), FEB. 5 AND 6, 1891.

The questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers and others may receive copies of the examination questions regularly by applying to the principal.

UNITED STATES HISTORY.

1. What change was made in the government of Massachusetts when the new charter was granted?
2. Give an account of the Siege of Boston.
3. What were the boundaries of the United States as defined by the treaty at the close of the War of Independence?
   [Draw a map to illustrate what you say.]
4. What change was made in the Constitution after the Civil War?
5. Name five men who have been distinguished as statesmen, and say something of each.
6. Mention any historical works that you have read besides your school histories.

GRAMMAR.

I wandered, lonely as a cloud
That floats on high o'er vale and hills,
When suddenly I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

1. What kind of a sentence is the above?
2. Name the clauses and tell of what kind each clause is?

3. Parse "lonely;" "cloud;" "fluttering."
4. Point out a phrase and tell what a phrase is.
5. Change nominatives and possessives to the plural number in the following sentences and write the sentences correctly: —
   The lady's daughter skates well.
   My brother's farm was sold yesterday.
6. Change the following sentences so as to express past time: —
   The cat lies on the rug.
   The hen lays an egg.
7. Write sentences containing the word "near" used as (1) an adjective; (2) an adverb; (3) a preposition.
8. Change the voice of the verb in the sentence: "His friends all laughed at him."
9. Use in a sentence the infinitive as the object of a verb.

GEOGRAPHY.

1–4. On the outline map of Africa furnished you, write the names of the following: —
   1. The countries.
   2. The rivers and lakes.
   3. The coast waters.
   4. The productions.

5. Choose two: —
   (*a*) Name a few of the natural advantages and disadvantages which Worcester has for the business carried on here.
   (*b*) Name three cities and state their natural advantages.
   (*c*) Name three important railroads and give their location.
   (*d*) Name and locate two canals.
6. Name five exports of South America and name the country from which each is sent.
7. Choose two: —
   (*a*) Compare the areas of any two States or countries.
   (*b*) Compare the population of any two States, countries or cities.
   (*c*) Estimate the distance between any two cities outside of New England.

8. Choose two: —
   (*a*) How wide is the North Temperate Zone?
   (*b*) What are the equinoxes?
   (*c*) What use can be made of the scale of a map?
   (*d*) How far apart are two cities in our latitude if when it is noon in the first it is one o'clock in the second? In which direction is the second city from the first?
9. Choose two: —
   (*a*) What are isothermal lines? Where are they curved? Why?
   (*b*) What are the trade winds? From what direction and in what latitudes do they blow?
   (*c*) In the temperate regions which is warmer, the eastern or the western side of a continent? Why?
   (*d*) Name and locate any ocean currents.

ARITHMETIC.

1. (*a*) How many cubic inches in a gallon?
   (*b*) How many inches in a meter?
   (*c*) One hour in time corresponds to how many degrees in longitude?
   (*d*) Which is heavier, 1 lb. troy or 1 lb. avoidupois?
   (*e*) How many units in a score?
2. Find the square root of 499849.
3. Write an interest-bearing negotiable note for $1,000 payable in 60 days.
4. The whole distance around a rectangular field is 200 rds., and its width is $\frac{2}{3}$ of its length. What is its area?
5. A grocer bought three bags of coffee, the first weighing 108 lbs. 12 oz., the second 96 lbs. 8 oz., the third 120 lbs. 2 oz. The cost was $130.15. What was the cost per cwt.?
6. How is the greatest common divisor of two numbers found?
7. A room 20 ft. long and 16 ft. wide is carpeted with matting 1 yd. wide, at $.37$\frac{1}{2}$ a yard. What is the cost?
8. A, B and C go into trade. A puts in $5,000 for 6 months, B $7,000 for 8 months and C $9,000 for 10 months. They gain $7,040. What is each one's share?

9. Solve by proportion: —

Thirty sailors have enough provisions to last 4 months. How long will it last 20 men?

SPELLING.

1. intelligible
2. soothe
3. flattery
4. lose
5. comparative
6. definite
7. arranging
8. participle
9. curriculum
10. repetition
11. vertical
12. appalling
13. viaduct
14. indispensable
15. bruising
16. Rio Janeiro
17. Caribbean
18. supersede
19. emanating
20. retrieve
21. sieve
22. incarcerate
23. usefulness
24. iridescent
25. phenomenon
26. proportion
27. modifies
28. preposition
29. infinitive
30. etymology
31. labyrinth
32. clique
33. precede
34. proceed
35. diphtheria
36. deficiency

ANNIVERSARY ADDRESSES HAVE BEEN GIVEN BY THE FOLLOWING PERSONS.

In 1877, by William T. Harris, LL.D., of St. Louis.

In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.

In 1879, by Alexander H. Rice, LL.D., of Boston.

In 1880, by Mrs. Julia Ward Howe of Boston.

In 1881, by Rev. Francis Tiffany of West Newton.

In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.

In 1883, by Mrs. Ednah D. Cheney of Boston.

In 1884, by Prof. G. Stanley Hall, Ph.D., of Baltimore.

In 1885, by Prof. Albert Harkness, LL.D., of Providence, R. I.

In 1886, by Charles Dudley Warner of Hartford, Conn.

In 1887, by Edward S. Morse, Ph.D., of Salem.

In 1888, by John Fiske of Cambridge.

In 1889, by Francis A. Walker, LL.D., of Boston.

In 1890, by Mrs. Alice Freeman Palmer of Cambridge.

INDEX.

A.

PAGE
Absence, leave of, ... 23
Acknowledgments, ... 58, 60
Addresses, ... 6
Addresses, anniversary, ... 65
Admission to advanced classes, ... 23
Admission, requirements for, ... 22
Age of candidates for admission, ... 22
Agents of the State Board of Education, ... 3
Aim and purpose of the school, ... 13
Apprenticeship, ... 15

B.

Board of Education, State, names of, ... 3
Board and rooms, ... 27
Building, description of, ... 12

C.

Calendar, ... 4, 5
Character, certificates of, ... 22
Classes, roll of:
First, ... 29
Second, ... 29
Third, ... 30
Fourth, ... 31
Fifth, ... 32
Sixth, ... 32
Seventh, ... 33
Eighth, ... 33
Ninth, ... 34
Tenth, ... 34
Eleventh, ... 35
Twelfth, ... 36
Thirteenth, ... 36
Fourteenth, ... 37
Fifteenth, ... 37
Sixteenth, ... 38
Seventeenth, ... 38
Eighteenth, ... 39
Nineteenth, ... 39
Twentieth, ... 40
Twenty-first, ... 40

Classes, roll of — *Concluded.* PAGE
Twenty-second, ... 41
Twenty-third, ... 41
Twenty-fourth, ... 42
Twenty-fifth, ... 42
Twenty-sixth, ... 43
Twenty-seventh, ... 44
Twenty-eighth, ... 44
Communications, how to address, ... 5
Course of study, four years, ... 14
Course of study, two years, ... 14

E.

Examinations for entrance, ... 5, 22, 61
Examinations, questions used Feb. 5 and 6, 1891, ... 61
Exercise, physical, ... 25
Expenses, ... 27

G.

General information, ... 27
Gifts, ... 60
Gifts of graduating classes, ... 47
Government, ... 24
Graduation exercises, ... 5
Graduation exercises of June, 1890, ... 49
Graduates, names of, ... 29–44

H.

Harvard scholarships, ... 28
Health, ... 24
Health, certificates of, ... 22
Holidays, ... 4, 5
Historical sketch, ... 12
Hygiene, ... 24

I.

Incidental advantages, ... 26
Incidental expenses, ... 27

J.

Janitor, ... 6

L.

Library, antiquarian, ... 26
public, ... 26
school, ... 25
Lunch room, ... 13, 24

N.

PAGE
Natural history society, ... 26

P.

Physical exercise, ... 25
Platform exercise, ... 25
Programme of sixteenth anniversary exercises, ... 49
Purpose of school, ... 13

R.

Railroad fares, ... 26
Recreation, ... 24
Report of State Board of Visitors, ... 54
Requirements for admission, ... 22
Rooms, ... 27

S.

School strictly professional, ... 14
Secretary of the State Board of Education, ... 3
Sessions of the school, ... 5, 28
Special students, ... 23
Special students, names of, ... 45
State aid, ... 27
Statistics, ... 11, 46, 58
Students, names of, ... 7-11
Studies, ... 14
Study of children, ... 19
Summary of numbers, ... 11, 46

T.

Teachers, names of, ... 6
Text-books, ... 27
Treasurer of the State Board of Education, ... 3
Tuition, terms of, ... 23

V.

Vacations, ... 4, 5
Visitors, ... 28

W.

Withdrawal from school, ... 23